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LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

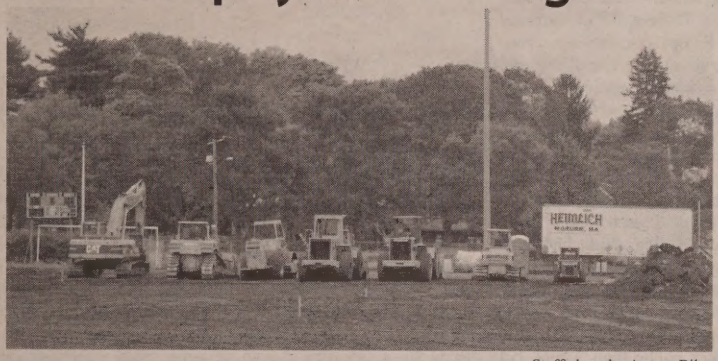
Photography at LHS
This year, students are able to learn about two opposite but equally intriguing fields of photo: traditional and digital.
[turn to page 5]

The Ultimate Question
The players are passionate enough to dedicate hours to their game. But is ultimate frisbee a real sport?
[turn to page 8]

Volume LIII Issue I— October 2011

Construction will pay off in long term

■ Zoe Wood
News Editor



Staff photo by Arman Bilge

Construction vehicles are lined up along on LHS's sports fields. Even though the work has been a hassle for residents, the repairs will eventually improve safety and accesibility.

As many LHS students have noticed, the roadwork in Lexington that started at the beginning of the summer has persisted into the fall.

This construction, projected to last into October, has been worrisome for teachers and students alike as Lexington High School's busy fall season begins to crescendo.

Most of the repairs that affect LHS are being done along Worthen Road and the Marrett Square intersection.

The roadwork concerns replacing curbs that have been worn away over the years in addition to making Lexington's streets and sidewalks more accessible to young drivers and the handicapped.

The construction has been "planned for a while," said John Livsey, Lexington's Town Engineer. "Every year we evaluate our roads. We look at the cracking and the type of cracking."

"One goal is to get to the roads before they get to be like Shade Street," said Livsey, referring to a Lexington street that requires complete overhaul. "We're getting to [Worthen] road before it needs it."

The annual survey of Lexington roads is mechanically as well as financially prudent, as road reconstruction is five to 10 times the cost of simple maintenance.

Despite the practicality of such operations, there have been complaints about the work's duration and its tendency to make traveling through town much slower.

"We've had some people
[CONSTRUCTION, page 6]

Changes in store for use of X2 Aspen student portal

■ Susmita Gadre
Layout Editor

X2 Aspen, an administrative student cataloguing system, is a fairly recent addition to the LHS community.

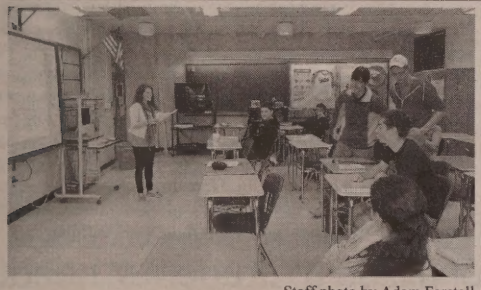
At the beginning of last school year, students were contacted twice with their login information and were told that X2 was the only way to view their progress reports. Yet out of the 2,000 accounts that were set up for use, only 600 had been accessed, contrary to the administration's expectations.

Associate Principal Laura Lasa said that the administration "had to force the issue." At the end of last year, she made the choice not to mail out report cards, but rather to make them exclusively available through the X2 Aspen portal. She calls the decision "bold and courageous."

The reasoning behind this move was to get LHS families onto the portal – and it worked. Over the course of July 2011, 1,000 more people accessed their accounts.

Lasa believes this was the ideal time to ensure account usage. "There was no other pressing issue," Lasa said. "The seniors were already in college, their transcripts were all sent." Underclassmen had no urgent need for their report cards, and there were no time-sensitive issues, such as attendance. Some students may have been unnerved by the change, but this was only the first of many new programs planned for the future.

"It's all part of going green and cutting down on mailing things," said Lasa. "You take four report cards a year and multi-
[X2, page 7]



Staff photo by Adam Forstall

Students in Señora Sullivan's Spanish film class play 'Around the World' to review vocabulary for a test on three films.

New Spanish V film class offers unique twist on studying culture

■ Anubhav Jain
News Editor

The Spanish V curriculum was overhauled this year, allowing students the chance to delve into Spanish film.

This new addition to the Spanish curriculum is being taught this year by Christine Sullivan. The decision to make the Spanish V course into a film class was largely based off the success of the French film class, which culminates in a film festival in June. The success of the French Film Festival also led to the development of the Italian film class, which will participate in the film festival this year.
[SPANISH, page 5]

Chartwells director aims to improve LHS lunches

■ Julia Sun
Layout Designer

Kellie A. Prince, a registered dietitian and licensed dietitian/nutritionist, has replaced Nancy Wiseman as the new Chartwells Food Service Director for Lexington Public Schools. Wiseman left the LPS for a job at UMass Dartmouth.

Prince has been working in the food service industry for 11 years. Her previous job during the past four years was working as the director of nutrition and healthy aging at an elder service agency in the Boston area.

However, this job did not satisfy Prince's ambitions as a dietitian and nutritionist.

"I realized that I was always addressing nutrition concerns and problems with my clients and patients after a major event had occurred," Prince said. "Taking my career to the school system seems like a fantastic way to take a proactive approach to nutrition and education."

Prince is interested in creating healthier lifestyles for students, who are still forming their eating habits.

"I have always known Lexington to be one step above the rest in terms of nutrition and wellness," she said. "I wanted to become involved in a community that understands the importance and impact of good nutrition practices early on in the lifespan."

She said she hopes to impact students' decisions about food choice in the fu-
[CHARTWELLS, page 5]

Suggesting new courses: art history as an elective

■ Jonah Bader
Editor-in-Chief

The LHS program of studies is filled with diverse courses, from standard subjects such as biology to the unusual "Knights in Tights."

The curricular offerings are wide-ranging and impressive for a high school. However, one significant subject that cannot be found in the program of studies is art history. Art history is a mainstay of education and should be taught at Lexington High School.

There are 22 fine arts courses at LHS in which students are taught how to create art in various forms. This is an important form of expression and is an essential skill for students to learn, but the focus on creation of art does not mean that there should be a focus off of preexisting art.

Although art students learn how to craft their own pieces through effective use of color, line and space, does this translate into the ability to critique and appreciate the masterpieces of other artists? Appraisal of artistic works is one of the skills that would be taught in an art history course.

Art is a fundamental aspect of any civilization, so it is a crucial lens through which historians can study cultures. Students would benefit from knowing how historical events have been portrayed through art, how artistic styles have challenged people's accepted notions, and how global processes have connected to art.

Many history classes and foreign language classes do study art as part of the curriculum, but usually only in brief. The result is that many students only know bits and pieces — maybe Renaissance art from world history and the art of the Spanish masters from Spanish class. Students are not provided with a comprehensive or unified knowledge of art.

From a pedagogical standpoint, art history is an obvious need.

Art history requires noticing patterns and paying attention to detail; students must analyze the details of the work, place the work in context and discuss the artist's intent. These skills are stressed in English classes when scrutinizing literature and film, and they would be reinforced and enhanced by studying art.

Art history also has a unique skill-set. In a speech given at the AP Art History Faculty Colloquium in 2009, educator Marsha Russell said, "More than reading, more than writing, this class is about looking, and no one has ever taught [students] how to look."

Art history is not offered in every public high school, but there are schools comparable to LHS that do offer art history: Acton-Boxborough High School, Newton North High School and Newton South High School, for example. They also still offer a wide array of visual art courses.

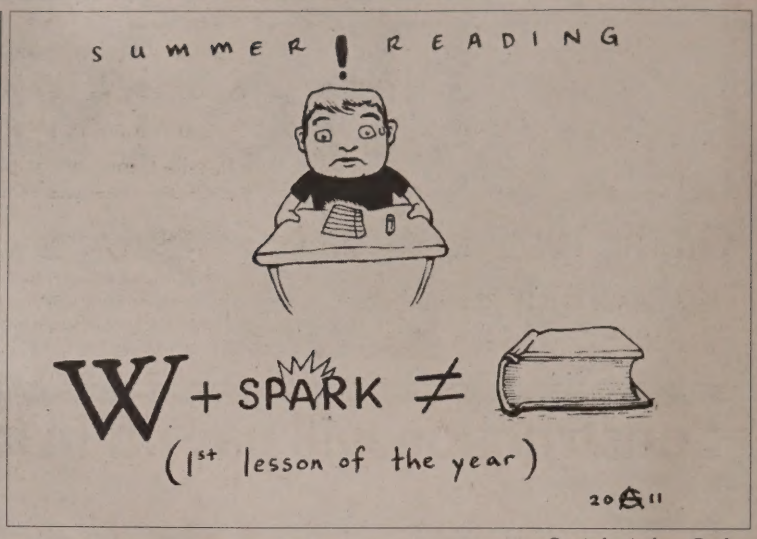
Associate Principal Laura Lasa said the administration supports interdisciplinary studies for students that are "on track."

She said, "The idea of overlapping disciplines is ripe for learning and preparation for college."

The administration has been considering offering art history and music history.

Robert Collins, social studies department head, and Sean

[ART HISTORY, page 6]



Comic by Andrew Goulet

Summer work tedious but beneficial

■ Anish Kanesa-Thasan
Staff Writer

Summer. The word evokes images of swimming pools, grassy fields and barbecues on the deck. The last thing anyone wants to be thinking about during this idyllic time of year is work. But at some point, whether at the beginning or the end of the season, we all have to succumb to the cold, hard truth of summer work.

At first glance, there are countless reasons to hate summer work and almost no reasons to support it. Summer is defined almost exclusively by its lack of school. It seems counter-intuitive to corrupt it with hours of schoolwork.

In truth, though, summer work is necessary and benefits students. In many respects, it is as much about the principle as it is about the actual work.

In many higher-level classes, there is an expectation that work is done over vacation, and summer work is simply a way of measuring and assessing whether that has occurred.

Summer work is mostly straightforward, even bordering on easy. However, there are some glaring exceptions.

Advanced Earth Science is notorious for its heavy load of summer work. Students in the past have been required to read a large earth science-related book and make observations of the sun and stars throughout the summer. Luckily for future incoming freshmen, the summer work has been altered and is now much more reasonable.

AP Biology, on the other hand, still dishes out a 14-page packet of questions on the entire ecology unit.

Even so, the amount of work is manageable. No teachers assign summer work with the sole intent of ruining their students' summers. Rather, teachers want to sustain a work ethic in their students and ensure that students are prepared for a challenging curriculum when they return from vacation.

That is not to say that students cannot procrastinate on their summer work entirely. Those who do put off their work find that it is not only difficult to catch up at the end of the summer, but also that the quality of their work suffers.

There are some advantages of having summer work-less material needs to be covered during the school year itself. Therefore, classes are less stressful and more time can be spent on difficult concepts.

AP Biology, in particular, would be nearly impossible if there were yet another unit to be covered in the already jam-packed curriculum.

Moreover, summer work can be implemented as a grade buffer in difficult classes. One is given practically unlimited time to check over what is a long homework assignment. If done correctly, it can provide protection against lower grades on future assignments.

At some point we just have to admit that reading a couple of books and answering a few questions is after all, not so bad. Who knows, we might even learn something.

Guidance deparment should be more personalized to students' needs

■ Noah Star
Op/Ed Editor

Lexington High School prides itself on its large and multi-faceted student body, but an inevitable side effect of this quantity is the scarcity of resources. The guidance department at LHS faces an uphill battle as it seeks to combat the needs of a student body with great size and diversity.

All students have mandated sessions with their counselors in their respective seminars. These forums provide the ideal setting for counselors to reach out and help students within a tailored curriculum.

Freshmen learn about the high school, sophomores check in, juniors prepare college lists and seniors apply. But is this time sufficient? The demanding lifestyle of the average LHS student necessitates more time with guidance counselors. Otherwise, the stress levels the school seeks to reduce will continue to be overbearing.

It is impractical to continue the current practice for students and counselors alike. Students must actively seek time with their guidance counselor. Although this might teach them self-advocacy, the uncomfortable or emotional issues that often accompany the need for guidance, render that lesson useless. It is more important for students to have a support system within the school rather than to teach them independence.

Moreover, the students who are most often in need of guidance can be reluctant to seek help. LHS fosters a competitive atmosphere that causes some students to take on heavy course loads to remain competitive rather than because of academic interest. These students don't realize the problems with this strategy and won't find guidance helpful. But if the role of seminar were expanded and became more frequent, counselors would be able to check in more often with their students.

Additionally, one of the most important and stressful aspects of high school is the college process. Guidance has the potential to play a transformative role in aiding students throughout the process. Senior seminar is certainly the right step, but there is an opportunity for greater involvement.

Increasing guidance's role in students' day-to-day lives would make the college process easier. Each counselor has the demanding responsibility of personal recommendations for each of his or her students. If students and counselors were interactive throughout the process, it would create a more personal relationship to make the recommendations easier to write.

Ultimately, there is a need for improvement in the guidance department, at no fault of the counselors or the students.

The current system is not workable with the size of LHS's student body. Increasing the frequency of seminars would promote closer relationships between students and guidance counselors, while mitigating the stress that plagues students by providing a dependable source for emotional relief.

While there is an argument to be made for academic independence, the world throws a lot at high school students. It is worth the resources to invest in fostering further relationships between the students and the guidance counselors.

"Over the course of the past 10 years, we've tried as a nation to balance the demands of national security with the freedom and liberty that are the bedrock of our country. As we look back on the horror of events 10 years ago, we still know grief and anger and sorrow. But as we look forward together, let us also know hope and reconciliation."

Natalie Cohen, principal

On the 10th anniversary of the tragic attacks, LHS pauses to honor the day

■ Anisa Haque
Jackie Kong
Staff Writers

A decade later, people across the United States took time to remember the events of Sept. 11, mourning the deaths of the thousands of victims who were killed in the attacks.

Among those who looked back on Sept. 11 were the students and faculty of LHS, all of whom paused for a moment of silence on the morning of September 12, 2011.

Some faculty members, such as World History II teacher Katherine Murphy, based their class discussions for the day on the tragic events.

Murphy decided to connect what she was already teaching to her classes with a 9/11 article assignment. In her AP World History class, she focused on how people remembered the events differently based on their points of view, and in her level 1 class she talked about how one's identity influenced one's view on the event.

Murphy said that she chose to do a Sept. 11 assignment because the attacks were "important to talk about," although it was somewhat challenging to do the assignment without first discussing the many factors that led up to 9/11.

Other history teachers gave out assignments related to the different responses to 9/11, such as one about flight attendant Betty Ong, who was on American Airlines Flight 11.

When asked about how she remembers the day, Murphy described a confusing day in college. She was a freshman at Vanderbilt University when she learned of the attacks. Her roommate could not reach her parents back in Washington, classmates were saying that New York was being attacked, and everyone in the dorm was "glued to the television." Murphy recalled a sense of helplessness, being in Nashville and feeling like there was nothing she could do from her location.

All over the world, people were experiencing similar feelings of remoteness and confusion. LHS senior Christine Leung was living in Hong Kong at the time.

Leung described being called to the television by her father and seeing a screen that flashed "breaking news" in Chinese.

"[It was a] huge matter to stop the normal programs," she said. She clearly remembers seeing a plane going towards one of the towers and hitting it, although she did not quite understand what was happening.

"All I knew was that there were people being bad in New York . . . [but I] didn't realize there were a bunch of people dying and that both towers had completely fallen," said Leung. She went back into her bedroom and continued playing, not realizing the gravity of the situation at such a young age.

Just 5 years old when the 9/11 attacks occurred, LHS freshman Madison Keohane had a slightly different perspective.

Keohane was young at the time and did not entirely comprehend what was going on. However, she later said, "[I] needed to know what happened, because it is part of our culture." A decade later, she decided to watch the TLC special "9/11: Heroes of the 88th Floor."

Regardless of age, people all across America and in other parts of the world felt and continue to feel grief over those who lost their lives on that tragic day. Regardless of whether they are a freshman or a senior, student or teacher, everyone was impacted by 9/11, and LHS united on the decade anniversary to remember.

"I needed to know what happened, because it is part of our culture."

-Madison Keohane, freshman

Where were you when you heard about the attacks?

"I was about to teach a class on the South since 1877 when a teacher told me that two planes hit the World Trade Center. When my class came in, I told them what happened. We decided to continue with the class and check in on the radio for that last 10 minutes when more was known.

Different teachers handled it in their own way. Some watched the television news with their classes all day in their classrooms. Others had a class without ignoring the events that had unfolded.

The aftermath of 9/11 was a tremendous missed opportunity. The president had the country in the palm of his hand. He could have asked for sacrifices such as fuel conservation and a move toward renewable energy. But he just told us to go shopping. We guzzle as much gas today as before."

Richard Kollen, history

"It was my mom's birthday on 9/11 and we all wished her happy birthday in the morning before school. When I got picked up by her in the afternoon, she didn't say anything because she didn't know how to tell a 6-year-old what happened. I was in the car when she picked up my sister from soccer practice, and I remember her explaining in Spanish what happened that morning so that I wouldn't understand.

Talia Rothstein, junior

"My study abroad program was supposed to start Sept. 12. I was already in Europe, so I was at an Internet cafe, and I was IM-ing with a friend of mine, who said "I have to go, we're being attacked...two planes just flew into the World Trade Center." I went back to [my cousin's place in Paris], and just stared at the TV for hours trying to figure out what was going on, without a lot of success. And the next day we met up with our program for the first time, and only about half of us had made it. I think what's most interesting about my 9/11 experience, though, is what happened after. The French were so kind to all of us Americans. They wanted to know if we had known people, they just felt so deeply for us as a people. But after a while, it had happened, but the semester moved on, and when I came back to the States, I was really, really shocked, because life hadn't exactly moved on. To me 9/11 had Americans experience what people all over the world experience all the time. And I was really shocked that the general reaction in the States was to become more patriotic and more xenophobic. I felt that being abroad, I really experienced 9/11 as a global citizen. And I was really surprised when I came back that it was America, America, America, all the time, and almost closed off the rest of the world, instead of opening it."

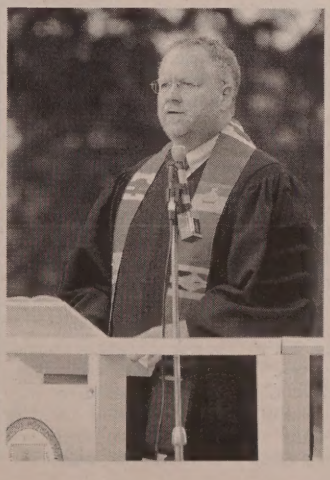
Rina Farber-Mazor, French

"At the time, I was only in second grade and I remember being confused since none of the teachers would tell us exactly what was going on. The only thing that I knew was that something horrible had happened and that it had frightened the people I looked to for comfort and stability."

Michela Masson, senior

"I don't remember much about it. I remember that I was at school and right after lunch, my teacher took the entire class to the chapel (it was a catholic school) to listen to one of the nuns talk about the tragedy. I was just excited to get out of taking an english quiz, and wasn't really paying attention to what the nun was talking about, but when I got home I'd realized something bad had happened and my family watched TV until bedtime."

Alexandra Ding, junior



Lexington commemorated the anniversary by holding an Interfaith 9/11 Service at the Battle Green on Sunday, Sept. 11.

Left: Reverend Paul Shupe of the Hancock United Church of Christ greets attendees.

Above: The audience listens to speakers at the event.

Staff photos by Arman Bilge

Commentary from China: 1st impressions of Changsha

■ Maria Ivanenko
Columnist

This year, I was supposed to be a junior at LHS, but instead I decided to go on a foreign exchange to China.

I went because I wanted to experience a new culture and learn a new language. My parents are both immigrants, so I also wanted to see how they felt learning to live in a new country. I hoped to become more independent and adaptable, and I hoped to gain a more international perspective. And of course, I wanted to escape the LHS stress vortex.

So now I'm living in Changsha (in southeastern China), for the next nine months with seven other foreigners from all over the world.

I had a tough time picking China. I had originally wanted to go to Argentina to study more Spanish, but I decided I had to go to Asia and eventually narrowed it down to China, mainly because it's so different from America.

I thought that it would be interesting to break away from everything I was used to and that this extreme change would help me to adapt more easily in the future.

The Chinese language is also one of the hardest languages to learn, and I decided it was best to learn it while I was young and fully immersed.

However, when I got my placement, I was a bit disappointed. I hate the heat in Boston, so I couldn't even imagine living in 38-degree (Celsius!) weather without dying.

As my departure approached, I also had my fair share of breakdowns, thinking about leaving my family, friends and school to restart my life in an unfamiliar setting.

But whenever I felt nervous, I remembered that there were 200 other students going to China who had the same feelings as I did, and it was easy to talk to them. Already, this has helped me to form many worldwide connections, and now I have friends from all over Europe, Asia and South America.

Even though I had this immense support group, preparing to leave was still difficult. I didn't really know much about the weather in China (except for what [CHINA, page 7]

New Middle Eastern restaurant looks to be a sizzlin' success

■ Hoda Yehia
A&E Editor

Middle Eastern cuisine is often difficult to come by, especially in the Lexington area. However, people now have the opportunity to experience a taste of the Middle East at the Sizzling House of Kabab, a new restaurant located on Woburn Street in Lexington.

The take-out only restaurant, which is known for its kebabs, set up shop in May.

A veteran of the restaurant business, owner Fred Salemi had been looking for a good location to open up his own Middle Eastern- and Mediterranean-inspired restaurant. Countryside Plaza finally caught his eye as an ideal spot for business, as it was already surrounded by many popular businesses.

"Since it's in the plaza, you don't need a lot of advertisement," said Salemi. Indeed, business seems to be going quite well at the Sizzling House of Kabab.

"[People] love it! [They] are really happy we are here, and that they don't have to travel to Cambridge or Watertown," he said.

With a variety of dishes including stuffed grape leaves, falafel, beef and chicken kebabs, shawarma, and even hot dogs and burgers to choose from, people are sure to find something they like. So far, kebabs are the House's top sellers, next to falafel and shawarma.

The restaurant also offers various cold drinks, ranging from soda to pomegranate juice. On display is a wide array of delectable Mediterranean desserts, such as baklava and bosbosa, both honey-sweetened pastries.

According to Salemi, the food appeals to people of all tastes. "People appreciate the type of food we have. There is no other restaurant like it, at least at a radius of 10 miles," he said.

The restaurant has a variety of customers coming through its doors, so employees are always happy to adjust to individual needs, Salemi said. For instance, customers can choose whether they prefer spices on their dishes, or they can select from vegetarian options, such as the veggie and eggplant teriyaki, which can be either served with rice or in a sub. All meals are also pork-free.

Staff photo by Arman Bilge

Owner Fred Salemi stands behind the counter at his new Lexington restaurant, The Sizzling House of Kabab.

Upon tasting one of the House's burgers, I found it very well-seasoned and well-prepared. Both the beef and chicken shawarmas, marinated and tender, with cucumbers, tahini and hummus, were very flavorful and well-wrapped in large pieces of pita bread. The falafel was also very good, at a reasonable price of $3.95.

In general, the Sizzling House's prices range from around $5 to $12, the most expensive meal being the lamb kebab plate at $11.95.

All in all, the restaurant itself is clean and has friendly service. Most meals take 15 or more minutes to be served, but they are well-executed in presentation and in taste. With specials written on small chalkboards and ready-to-go meals offered, the Sizzling House of Kabab feels like a cozy café. The new restaurant's warm atmosphere, care for its customers and unique menu are sure to make it popular with residents in Lexington and beyond.

Staff photo by Stephanie Atwood

Janet Haas conducts of the newly formed Chamber Orchestra, which meets during B Block.

Significant changes for Lexington High orchestras

■ Stephanie Atwood
Staff Writer

With the new school year comes the introduction of LHS's third string orchestra, Chamber Orchestra, added to satisfy the increasingly large numbers of string musicians at the high school.

This new group, together with the preexisting Symphony and Repertoire orchestras, makes the LHS string program the largest and most comprehensive in the greater Boston area, according to Janet Haas, conductor of the Chamber Orchestra.

The addition of an third orchestra at Lexington has "been on the radar for a long time," said Haas, but the school has lacked the adequate number of string players until recently.

There was a general consensus among the music department faculty that the large groups "were not meeting the educational needs of the students because there was … no way to interact equally with everyone," said Haas.

As a result, students felt disconnected from the group, causing them to lose pride in their work and lower their own standards of music-making.

The introduction of the smaller Chamber Orchestra has offered a solution to both of these problems.

Rachel Jayson, conductor of Symphony Orchestra, feels "a lot more connected to the students," now that there are fewer students per orchestra.

In a smaller group, communication is easier, and students have the opportunity to play "better music more suited to the musical ability within each

[ORCHESTRA, page 6]

collegebored

Five hundred words or less

■ Ben Edelstein
Columnist

Those of you who have ever performed in front of an audience know that it can be quite difficult to be satisfied with your own work.

Whenever I perform on the violin, my friends and family sing high praises of my music and tell me what a wonderful job I did. However, in my mind I have never done particularly well. There is always a part of my performance that I'm not satisfied with, and I'm usually left with the feeling that I could have done better.

You may be wondering how this extended metaphor is relevant, given that this is the time of year when we, as seniors, begin the long and stressful process of choosing colleges, filling out forms and writing essays.

And though I wish I could say that I was merely grousing about my performance quandaries, I unfortunately must discuss a topic that has caused me a lot of displeasure over the past few weeks: the college essay.

I do occasionally admit to liking my own work. But for some reason, I took a very long time to become satisfied with any of my numerous attempts at the personal essay. which students are asked to somehow convey candid, personal and interesting snapshots of themselves in a limited amount of space.

Over the past several weeks, at least eight different drafts have ended up in the recycle bin of my computer before I finally completed a piece of writing that I thought I was relatively happy with. After a discussion with my English teacher, I thought I was finally done. But that was all about to change.

The next week, my teacher handed out a packet of fifteen sample essays written by successfully admitted students from all over Massachusetts. As a class, we were charged with the task of deciding on five students to accept into an imaginary college that we administrated.

We split up into groups and began reading the essays, taking time to discuss both the

[COLLEGE, page 7]

Both digital and regular photography classes thrive

■ Catherine Qin
A&E Editor

Students now have a greater array of opportunities to experiment with photographic art than ever before. Traditional film photography classes have been offered at LHS as part of the fine arts curriculum for over three decades, but this year aspiring photographers can also take Digital Photography.

The classic courses, Photography I and II, are taught by Samantha Lowe. In Photo I, students learn how to use and control a 35-mm single lens reflex film camera. They also familiarize themselves with the darkroom and printing techniques.

In Photo II, students learn and use more advanced printing techniques, gaining more confidence in using the camera. They learn how to improve the composition of their photosand expand upon subject matter, demonstrating ways in which photography connects with personal human experience.

The new Digital Photography class will introduce students to the digital camera, post-production digital editing, and digital creative design. Initially, students will learn how to manage the manual settings on their camera and how to improve their photos in Photoshop. Then, they will integrate their photos into more comprehensive design projects.

Although both are means of capturing imagery through a camera, traditional and digital photo are two distinct types of art forms; the former stores images on film and requires the use of a darkroom, while the latter stores images electronically. Both have their respective benefits and downsides.

"One of the benefits of film [photography] is the quality," said Lowe. "The clarity that artists achieve from negatives produces a rich saturation in prints. Another benefit is the immediacy one experiences in the darkroom of witnessing your prints come to life on archival photo paper that will last for a lifetime."

At the other end of the spectrum is digital photography.

"With digital cameras, you see the results of photos instantaneously and can immediately change your camera settings and/or lighting conditions as needed," said Barneschi. "[They] can store hundreds or even thousands of images on a single memory card."

Some may wonder why film photography is still taught at LHS or why digital photo has not been offered until now, considering the current trend towards digital technology in society. One might venture to ask, shouldn't films and darkrooms be outdated by now?

[PHOTO page 7]

Staff photo by Adam Forstall

Traditional photo classes allow students to learn about the specialized machines. Here, Gavin Short operates an enlarger.

SPANISH - PAGE 1

"I expressed interest in wanting to teach the class and the department head approved it," said Sullivan.

While still a class based on the Spanish language, the approach to the class is culturally based, with an emphasis on using films to teach students about Spanish history and culture.

"In the beginning, students are going to develop language and build a foundation to be able to analyze films," said Sullivan. "The focus of Unit 1 will be working on vocabulary and learning about the various genres."

Rina Farber-Mazor, who teaches the French film class, regularly meets with Sullivan to discuss the curriculum.

Subsequent units will highlight certain themes, such as dictatorships and rebellions, which will be explored through feature films. In addition to improving students' Spanish skills, these films will teach students about Hispanic history and culture.

In the spring, the students will write and film their own movies, which will be presented at the Multi-Language Film Festival near the end of school year.

The previous Spanish V course did include films, though the class was not entirely centered around them.

"Films were utilized heavily in Spanish last year as an enhancer to the material being taught," said Atri Raychowdhury, a freshman in college who graduated from LHS last year. "It was an interesting way to convey the material, and a successful one at that; not only were we learning facets of Spanish culture but we were also learning various styles of filmography."

Now the Spanish V course is exclusively a film course, and the change in the curriculum has been well-received by students.

"It's a pretty cool class," said Nathan Basch, a senior taking the class. "You can tell the structure of the class is going to be successful because it's really well laid out."

Andrew Kuida, another senior taking the class, agrees.

"I think it is a wonderful theme, because it integrates Spanish culture into the class while still keeping the focus on learning the Spanish language," said Kuida. "I'm looking forward to this class this year, especially learning about Spanish through the use of films and creating my own film at the end."

Shoe club steps forward to aid the less fortunate

■ Ellen Meyers
Sports Editor

As the saying goes, one man's trash is another man's treasure. This adage holds true for Elise Goplerud, a senior at LHS.

"I was in Harvard Square [one day] when I walked by Urban Outfitters," she said. "They had these clear trash bags filled with new shoes out on the curb. So I grabbed them and ran."

It was not until later when she realized what the bags actually contained. "The shoes were all mismatches; they either were singles or they were in a pair with different sizes," she said. "I thought to myself, 'Well, I'm not just going to waste these and throw them out.'"

That is how Goplerud came up with the idea for Step Forward, a club she created last year to make use of new, unwanted shoes by donating them to different charities.

The club meets every Tuesday in Room 169. Goplerud serves as the main president of Step Forward, while Sushawn Nag and Danny Tringale, also seniors, are the co-presidents.

"The Garment District and Second Time Around both give us shoes that don't sell and that are mismatches," said Goplerud. "We give the single shoes and pairs of shoes with differing sizes to the National Odd Shoe Exchange."

The National Odd Shoe Exchange is a nonprofit organization that distributes shoes for war veterans and people with disabilities and illnesses.

"The people who receive the shoes are either amputees or people who had surgeries that altered their feet so that they need two shoes of different sizes," Goplerud said.

Step Forward does more than collect shoes from stores.

"Last spring, we organized a shoe drive with the track teams for NOSE, and we're putting boxes in the locker rooms," said Nag. The club also made $200 from a garage sale last April 30 and plans to do a schoolwide fundraiser this year.

One major problem for Step Forward is the lack of charities nearby.

"There is no other organization near us," said Tringale. "[NOSE]'s distributing center is in Arizona."

And with faraway locations, the cost of shipping the shoes is not cheap. Shipping a 100 pound bag of 75 pairs of shoes cost them $3,000, which means that the club must rely heavily on bake sales and selling candy to raise money.

Another challenge they face is getting big department stores to donate their unwanted shoes. "We call them, but because they're incorporated, they have all of these policies so they can't just give us the shoes that don't sell," said Goplerud.

"Getting these stores to participate is hard," said Timothy Zhu, a senior in the club. "We wish that they would think with the community in mind instead of the corporation. In the meantime, we plan on calling smaller, local businesses to help us out."

In the end, what matters most to Step Forward is that those who lack a good pair of shoes can get one.

"Unfortunately, we do get shoes that we can't donate [to NOSE]," said Goplerud. "So we give those to Goodwill. But what's important to us is that all of the shoes we receive go to a good cause."

CHARTWELLS - PAGE 1

ture as well.

"I would love to see the students continue to take ownership of their personal nutrition plan," said Prince. "As we move forward it is my hope that students will enjoy and choose more vegetables, more salads and more whole grain products with the understanding of how healthy food choices impact health and well being in the future."

Using the guidelines created by Chartwells in July 2010, Prince hopes to supply school lunches according to the Lexington Public School District Wellness policy and guidelines. She also hopes to surpass the United States Department of Agriculture requirements.

Students are eager for improvements in the cafeteria.

"I wish that the cafeteria food would find a better balance between healthy foods and good-tasting foods," said sophomore Keya You. "For example, the mashed potatoes taste a lot like butter and less like mashed potatoes."

Mary Ellen Dunn, the LPS assistant superintendent for finance and business, is satisfied with having Prince as the new Chartwells Director.

"We are very excited to have her join our team and to continue our district's efforts in wellness, nutrition, and commitment to the local farm to school program," she said.

TEACHER NAME CHANGES

Since so many teachers got married this summer, here's a list ofwho's who.

ENGLISH
Ms. Palmer is now
Ms. LONARDO

FOREIGN LANGUAGE
Ms. Silverstein is now
Ms. KIMURA

Ms. Sodergren is now
Ms. SULLIVAN

MATH
Ms. Selgrade is now
Ms. LEBLANC

SCIENCE
Ms. Boles is now
Ms. URQUHART

SOCIAL STUDIES
Ms. Torres is now
Ms. BANKS

Ms. Gochman is now
Ms. GOODSTONE

The Secret Lives of Teachers

When did you learn that Santa, the Tooth Fairy, etc. aren't real?
"When I was little, my mom pretended to be the mailman for the Tooth Fairy. It didn't take me that long to find out."
Robin Strizhak, English

Are you a cat or a dog person?
"I am a little afraid of pets, any hairy things."
Lili Pan, Mandarin

"Originally, I would have said more of a dog person, but now I have a calico cat. A cat doesn't tie you down like a dog does. Maybe I just like this particular cat, but I guess I would say I'm a cat person now."
Suzanne Cervo, guidance counselor

What superpower would you like to have?
"Well I'd say invisibility but I'd be worried I'd hear something bad about myself so I guess I'll go with ... teleportation."
Sandy DiMartino, drama

MIDDLESEX - PAGE 8

and the smaller school tier consists of Burlington, Melrose, Stoneham, Watertown, Wakefield and Wilmington.

Student athletes are beginning to understand the effects of the league adjustments on their respective sports.

"Cross-country this year has been harder," said Keya You, a sophomore on the girl's cross-country team. "Practices have been more intense. Maybe it's because we're split into two, our coach thinks we need to train more to be at the top."

Luke O'Conor, a senior on the football team, was more optimistic.

"I think the changes to the Middlesex League are a great opportunity for Lexington High School," O'Conor said. "The changes have really raised the level of competition in the league and made our chances much better with the great team that we have."

The changes will translate into an increased emphasis on competition between schools in the same division.

"A large school will play cross over games with the smaller schools, but the outcome of the game will not affect large/small divisional standings," Martin said. "Essentially they are 'non-league' games. This is the case in all sports that have twelve teams and two divisions. If for some reason not every school has a sport, and thus [fewer] teams are competing, then it might be that the large/small games do count. There are a lot of different scenarios, but for the most part, large and small schools will play each other, but it won't have league implications!"

The impetus for the league changes was fairness.

"I think that this process came about," Martin said, "because there was a group of principals in the Middlesex League that were very supportive of interscholastic athletics and believed that the differences in school enrollment spurred a need for the League to be more equitable for all schools."

The full effects of the changes to the league are yet to be seen, but this season will undoubtedly be different for LHS athletes, with new opponents to face and a different league dynamic.

★STUDENT ACHIEVEMENTS★

MUSIC - Three students have been selected to the National Honors Orchestra, a 120 piece national group.
Tom Jeon (junior) - clarinet
Stephanie Atwood (senior) - violin
Carolyn Chang (senior) - viola
DEBATE - At a recent tournament:
James Fraser and Bennett Clifford advanced to the semifinals of the Greenhill Fall Classic
Noah Star won the Greenhill Fall Classic and placed second at the Greenhill Round Robin
GENERAL - LHS has 19 National Merit Scholarship semifinalists and 81 Commended Students

ART HISTORY - PAGE 2

Hagan, fine arts coordinator, both spoke in support of art history.

"It would be more for the student inclined to studying art rather than creating it," Hagan said. "[For some students] it might be a springboard for creativity and could give inspiration."

However, Collins and Hagan drew attention to the obstacles.

"I'm all for it," Hagan said, "but logistically it would be hard to make it work."

Potential problems include apportionment of credits, scheduling matters and finding a faculty member to teach the class. Possible faculty candidates include Damian Barneschi, Cara Bean and Rachel Durocher, all visual arts teachers.

The ability to appreciate art and understand its role in history is too important to neglect. There are outstanding institutions nearby — the Museum of Fine Arts in Boston and the DeCordova Museum in Lincoln, to name a few — but students currently cannot take full advantage of these. Although logistical difficulties stand in the way, LHS should give serious consideration to offering art history.

CONSTRUCTION - PAGE 1

complaining about the number of projects going on at once," said Livsey, noting that people seem to be upset about a lack of coordination with the various other projects going on around town.

In fact, the projects are quite coordinated. In order to work on a road or a sidewalk, it is necessary to first check the gas and water lines underneath. It would be inefficient to fix a road only to find it necessary to replace a pipeline a month later.

"We don't want to redo the roads and then find we need to cut into them again," said Livsey. Thus, roadwork crews come on the heels of private utility companies, making a coordinated project appear clumsily planned.

However, Livsey and the Department of Public Works have received positive feedback as well, as they have been working to increase driving safety and handicap accessibility.

"I think this year's project was about 50 ramps," said Livsey, referring to the ramps being put in from sidewalk to road in order to eliminate the need to step up when crossing the street.

"We've also upgraded the signals with countdown timers," said Livsey. Now, pedestrians know exactly how much time they have to cross the street. Furthermore, the use of words has been eliminated as well, so that instead of the word "walk" displayed in white lights, there is a symbol depicting a man crossing the street. This way, those who cannot read English are still able to use crosswalks. The change is part of a town-wide effort to make driving safer, as it takes less time to glance at a symbol than to read a sign.

There are more projects on the horizon. In addition to regular maintenance projects, such as the repairing of several intersections and a significant repair job at the Butterfield Dam, there is a plan to re-master the sidewalks of Lexington Center. This project, called the "Center Streetscape Project," is designed to make the Center more pedestrian-friendly.

ORCHESTRA - PAGE 3

group," she said.

The changes are also beneficial because there is more work "on the nuts and bolts of instrumental technique, execution, style and nuance at an appropriate level within each ensemble," said Jayson.

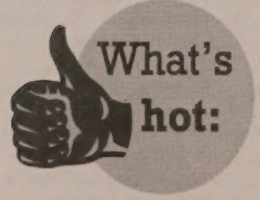
Despite these improvements, one of the biggest challenges for the orchestra program this year has been the process of transition.

"Those who auditioned but didn't make the top group were going to feel left behind," Haas said. This led to "some ruffled feathers."

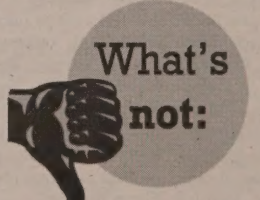
The personnel within the orchestras has also shifted, with Jayson becoming conductor of Symphony Orchestra, and Haas directing Chamber Orchestra.

Both are confident that, as the years go on, students will adapt and thrive off these changes in the music program.

In the long-term future, Haas and Jayson hope that they can improve the balance between groups and that each orchestra will develop its own identity.



- Pottermore!
- The changing fall weather
- Joining new clubs and activities



- Not having classes with friends
- Pulling all-nighters for schoolwork
- Rainy, humid weather

CHINA - PAGE 4

I had read on Wikipedia), so packing was a challenge. Trying on winter clothes in the middle of August and then rolling them all up until they were as small as possible took me a whole week.

In addition, all this packing had to be accomplished within the 44-pound weight limit.

Saying goodbye to everyone wasn't easy either -- it was hard to imagine that I wasn't going to see these people for a year.

But I forgot all of this when I landed at Los Angeles International Airport for my pre-departure orientation. There, I met the 13 other Americans going to China, and the next morning we endured a grueling 13-hour flight with a three-hour layover in San Francisco.

The minute we landed at the airport in China, most of us were on the verge of tears, feeling a mixture of every emotion there is. We had waited so long for this moment, and now we were all happy and excited to see so many foreigners.

After a three-day orientation in Beijing, we took a 15-hour train ride to Changsha, where we finally met our host families. I have a mom and dad, as well as a sister who is about my age. Communicating with them has proven to be quite funny.

In order to convey the proper word, I sometimes have to use hand motions, drawings and circumlocution. For example, a pool is "a place for swimming," and an elephant is "a long-nosed animal." If I don't know a word, I'll ask in English and cross my fingers that they know it.

Making myself understood has been pretty difficult sometimes, especially with taxi drivers or people who only speak the Changsha dialect. The best approach is to laugh at myself when I make a mistake because it happens all the time.

Despite all of these mistakes, the confusion and the homesickness, I can already sense that this year will be the best year of my life.

COLLEGE - PAGE 4

positive and negative aspects of each.

Unfortunately for the essay writers, I cannot honestly say that we devoted much time to praise.

I watched the entire class (me included) turn into a room full of Simon Cowells and Gordon Ramsays, systematically tearing apart the essays and the students who wrote them.

Adjectives such as "fake," "boring," "insincere," "stupid" and (I kid you not) "terrible" were used liberally in describing the students' writing.

And as I thought about the criticisms from my peers and me, I began to realize that the essay I had written wasn't that much different from those of the students' we were disparaging.

I had tried to be sincere, exciting and frank — and so had all fifteen of the students whose work we read.

If, ten years from now, my essay was presented to a class full of 17-year-old critics, would it stand up to their high expectations? This I cannot say.

However, as I began worrying that my essay wasn't decent after all, my teacher posed a question to the class: "All criticisms aside, what does each essay tell you about the person that wrote it?"

And just like that, everything changed.

The essay about a kid climbing a mountain and pondering the universe, although somewhat generic, showed that this person has ambition, depth of thought and persistence. The piece about a student's mother, which I had passed off as hokey, actually conveyed that the young adult who wrote it is compassionate and values her family.

And my essay, though certainly not perfect, expresses who I am and shows what I value in life. That, I believe, is all that anyone can hope to do in 500 words or less.

PHOTO - PAGE 5

"Traditional photo classes continue to be taught here and elsewhere because they are so overwhelmingly popular," Lowe said. "The darkroom creates a sense of mystery and magic that invites us to be physically part of the process."

She does not, however, oppose the new digital class.

"It is great that LHS is now offering digital photography as well," said Lowe. "Both film and digital are relevant for different purposes. In fact, when photography was first invented, people feared that the art form of painting would become obsolete. Instead, painting and photography influenced each other. And this is as true today as it was then. If we were to exclude either film or digital from [the] curriculum, we would be short-changing our students."

A testament to this philosophy is the continuing popularity of photography, both traditional and digital, among LHS students.

"I like film because it's a good way to think about the composition because there's no delete button on the camera," said Miriam Simon, a senior who has taken Photo II as well as independent studies in photography.

Another senior, Corey Michon, has taken film photography in school and has worked with digital on her own. She plans on double majoring in college, with one of the majors as photography.

"What I love about digital is that you can see your work as you progress," Michon said. "Editing is a lot quicker too. With film, you have to put a lot more thought into each shot, but I love that because the effort is really apparent in the final outcome."

"I feel like film photos hold a lot more emotion, more of a story," said Michon. "[However,] both styles are really special in their own ways; I could never give up shooting in either."

X2 - PAGE 1

ply that by 2,000 - it's a lot of paper. It adds up."

Early this school year, all freshman families were mailed their login information, along with a letter stating that X2 would be the only way to view all progress reports and report cards. Students in the other three grades received this letter at the end of September.

The administration intends students to start relying on the portal. This will be the last year that students will receive attendance verification reports in homeroom. The administration also plans to have all students register for next year's classes online, guaranteeing that all students will access the system.

Long-term moves will be introduced in a couple years, after students have started to access the portal regularly. One of these plans is to potentially put grades online in real time– not just at the end of each quarter – so that students can monitor their grades as teachers update them.

Another idea is to eliminate all forms parents have to sign at the beginning of each year. Instead, forms would be placed on the portal, and parents would give their consent electronically. These changes are intended to conserve paper as well as save time for both faculty and families.

Lasa acknowledges that this is currently a transition period. She said that the newly launched district website, would be especially helpful for keeping track of what is going on at the high school (To access the website, visit http://lps.lexingtonma.org/lexingtonhs).

"The new website will be completely up-to-date and modern," said Lasa. "All of the announcements you get in homeroom, including notifications about when report cards are available on X2 Aspen, will be on the website. There's going to be a student tab, where you'll be able to get all sorts of forms, information about clubs, bus schedules, Lexpress schedules, everything."

Lasa is excited to get the full system working, and in the meantime encourages students to suggest changes.

She said, "If you have an idea about something you think we could use the system for, come find me, go find a teacher, talk to [the] Senate."

CURLING - PAGE 8

a personal level, I got in touch with native Lexingtonian Carl Spielvogel, who started a curling club at Bowdoin College. Spielvogel can't say enough good things about his curling experience.

He and a few friends started the team after watching curling during the 2010 Winter Olympics. With relative ease they found a facility and some coaches, and off they went.

"The benefits of curling really come from the relationships you make with people," Spielvogel said. "It's a very friendly sport."

This holds true not only at the collegiate level, but at all levels.

Built into nearly every curling handbook is the "Spirit of Curling" rule. It appears as italicized and boxed in the USA Curling Handbook, after the title page and before the table of contents. It is the most telling statement of the sport: "A true curler would prefer to lose rather than win unfairly."

The Bowdoin team currently includes 10 dedicated members who drive an hour and a half to the nearest facility.

Their dedication paid off when they won the National Championships for their division last year. Spielvogel attributes the group's success to their cohesion as a group.

"We all know how we react on the ice and each other's personalities. You never know a person truly until you've seen them on the curling ice," he said. "We don't take what is said on the ice seriously. If we yell at each other, it just amps us up to curl more effectively. What is said on the ice, stays on the ice."

So if you're feeling adventurous sometime this winter, consider trying curling. After all, the 2014 Winter Olympics are coming up faster than you think.

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2011 - 2012

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Frisbee flies under radar as real sport

■ Stephanie Yost
Staff Writer

Staff photo by Thomas Marge

Albert Chang, a sophomore on the Ultimate team, dives for the frisbee. Even though it is not considered an official sport, the players spend hours practicing and perfecting their skills.

According to the Common Application, used by high school seniors everywhere to apply to college, ultimate frisbee is not a sport. Although it is still possible to list ultimate as an activity on the application, this omission begs the question, what constitutes a sport? The definition seems to be hazy. Is dance a sport? Horseback riding? What about bowling?

Here at LHS, sports are defined by the athletic department. However, during the fall, the ultimate frisbee team is listed as a club. But to those who play, ultimate resides under the sport category yearlong, because of the commitment and training it requires.

According to senior captain Zachary Sabin, a sport is "anything that combines a certain amount of physical conditioning with a level of skill that is difficult to obtain without specifically training for it."

"Hockey is a sport since it combines skill and conditioning," he said, "whereas chess is usually not considered a sport since it is only [a] skill-based game."

By this definition, he continued, "ultimate frisbee is a sport, although due to its lack of paid play it is not played up to its highest potential, thus leading some to designate it a 'game' instead of a 'sport'."

For those who dedicate hours after school with Coach Larry David, at Bridge Elementary School's field, the amount of work that goes in to practice puts ultimate on the same level as other sports at LHS.

As with other sports, the team is split into two tiers of players: A team and B team, which are analogous to varsity and junior varsity. In addition, the team works on conditioning, drills and scrimmages. Most importantly, the team competes, and games won should not be discounted as accomplishments.

If ultimate has all of these characteristics, why do many people and athletic associations still not consider it a sport?

"I think that people who don't consider it a sport don't really know what it's all about," said David. "For starters, it's a hugely popular sport in the US, played at over 60 high schools in MA, over 400 schools in the US, and an even larger number of colleges, as well as in leagues of all levels across the country. Also, internationally, it's big. At the last Worlds Tournament in 2008, there were over 28 countries represented."

Despite its growing popularity, David does recognize that it would take a lot of work for ultimate to be officially considered a sport.

"I would love to see the MIAA [Massachusetts Interscholastic Athletic Association] take a revolutionary step and be the first in the US to recognize it as a sport," he said. "But right now there's a catch-22. The MIAA won't do it unless more teams go varsity. But schools won't elevate ultimate to varsity status unless others do. It would be nice to see a bunch of ADs [athletic directors] around the state take the initiative, but I'm not sure that's going to happen anytime soon without a push from a lot of players, their parents, and coaches."

Regardless, Sabin has faith that team members will have something worth putting on their common apps this year.

"I think we have the potential to come in top 5 in states this year," he said, "and maybe even go to High School Easterns, a tournament our team has never qualified for before."

Ultimate players looking to enhance their college application hope that admissions officers will recognize that, though not categorized under the term "sport," the game has taught them a sense of dedication and community.

The ultimate frisbee team meets daily after school in Room 232.

Sports Digest: Curling is not a joke

■ Ali Boreiko
Columnist

Curling: the butt of many jokes, the stereotypical Olympic non-sport. It may appear to be just a hair above cup-stacking, but the next time you think about making a curling joke, I hope you'll think again.

Think about the 15,000 curlers in the United States who have devoted themselves to the sport. Think of the Canadians whose only claim to fame (other than maple syrup and being "soorry aboot things") may be curling's popularity in their country. Think about how it has been an Olympic sport since 1998, while softball was recently eliminated from the Olympics.

Curling was started by bored Scots in the long winter months when there wasn't much else to do besides slide rocks across frozen ponds. From its humble beginnings, curling has grown into a hugely popular sport in Canada, as well as all over Europe. More recently it has been introduced in East Asia and Australia.

Also known as "chess on ice," curling requires an immense amount of focus and strategy.

It is played in teams of four, with the two competing teams alternating turns. In each turn, the designated member of the team delivers two stones, trying to get them in the *house* (a bull's eye on the other side of the *sheet*, or court).

The other three members of the team *sweep* to affect the speed or spin of the granite stone. This sweeping is crucial to the success of a team and requires good communication.

Curling is so named because of the the difficulty of controlling the curling of the stone. The shots, or *deliveries*, can push the other team's stones out of play, can act as "guards" to make the other team's shot harder or can help get close to the center of the house for more points.

After each player from both teams has thrown his or her two stones, the *end* (round) is over. Whichever team has the rock closest to the center of the *house* scores a point for every rock they have closer to the center than the other team. This entire sequence is played eight to 10 times in a match.

To learn more about curling on [CURLING, page 7]

New football coach faces initial setback

■ Zach Sabin
Staff Writer

The Minutemen are off to a rough start. With an unfortunate 0-3 record, and the starting quarterback out with a severe leg injury, their season is not looking good. It is easy to blame the elephant in the room, the new head coach, George Peterson.

But the Minutemen are not blaming him and are keeping their heads up, optimistic that their season will turn around.

Connor Rowe, a senior and a wide receiver for the team, said that the team is "definitely going to improve" and "finish with a winning record."

How can a team with a 0-3 record turn it around? Rowe said that their past games have "started flat with mistakes that [they] couldn't recover from."

Ronny Beaulieu, a senior as well as a safety for the team, said that even though the season is off to a rough start, the "new coaching is great," and he believes that the "program is moving in a positive direction."

Despite the optimism, the loss of their starting quarterback Connor Murray is a big hit.

Still, Peterson maintains that while losing Murray was "very unfortunate," he has confidence in the new quarterback. "Shane Foley will be an integral part of our success moving forward."

With the team keeping its head above water, Peterson is looking forward to moving the LHS football program to new heights.

"A strong football program is extremely important to any school," he said. "It's a source of pride in the community."

He is confident about the upcoming season. "It's a privilege to lead this football program as its head coach," he said. "I believe we are very close to being a dynamic team."

Expansion of Middlesex League will affect teams

■ Ellen Meyers
Sports Editor

The Middlesex League was recently expanded and modified. There are now 12 schools instead of 10, and the League has been divided into two sections.

When it first formed in the 1970s, the Middlesex League included 10 schools: Lexington, Burlington, Woburn, Belmont, Winchester, Reading, Stoneham, Melrose, Wakefield and Watertown. Other schools had requested to join, but until now the League had rejected these requests.

"Tewksbury and Wilmington applied for membership in the Middlesex League and were denied in late 2008," said Naomi Martin, LHS's athletic director, in an email. "But shortly after that vote, the bylaws were changed by Middlesex League principals from the need for a unanimous vote to the need for seven out of 10 to expand the League."

In May 2009, the principals of the league voted 8-2 in favor of adding Wilmington and Arlington, two other towns in Middlesex County, to the League. The changes, however, did not take effect right away.

"There were some things to work out over the 09-10 school year with the MIAA, the Dual County League, the Cape Ann League and the MIAA District Athletic Committees," Martin wrote. "[Last] school year, the move was approved by all parties, and the Middlesex League principals with input from the Middlesex League ADs then explored options and ultimately voted on how to divide the 12 teams."

In October 2010, the principals and athletic directors voted to divide the schools into two parts, based off each school's student enrollment. The larger school tier consists of Lexington, Arlington, Reading, Winchester, Belmont and Woburn,

[MIDDLESEX, page 6]